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ABSTRACT

During the 1974-1975 school year eight itinerant French teachers travelled among 20 elementary schools teaching oral French to Grade 6 and Grade 7 students. Each teacher was responsible for two or three schools, The course was based on the book Le Francais Partout-Cours Preliminaire (1967) ed.). The study described in this report was initiated to provide a baseline of data for evaluating and monitoring the program in subsequent years and to describe the 1974-75 program and provide information for changes and improvements. The results of this study indicated that there were definite gains in the students' aural skills in French. A large percentage indicated that they felt the program should continue, and slightly fewer wanted to take another French course in the following year. The itinerant teachers expressed general satisfaction with the program. They all said they would be willing to devote as much time to it in the following years, though the travelling, large class sizes, and carrying materials around with them were disadvantages. The question of whether this course should be taught by resident teachers or itinerant teachers has not been resolved and should be addressed in the next years of this study. (Author/BW)

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YEAR-ONE EVALUATION OF FRENCH IN THE ELEMENTARY SCHOOLS

Research Report 75-17

August, 1975

N. E. Gleadow

Evaluation and Research
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ABSTRACT

During the 1974-1975 school year eight itinerant French teachers travelled among 20 elementary schools teaching Oral French to Grade 6 and Grade 7 students. Each teacher was responsible for two or three schools. The course was based on the book Le Français Partout - Cours Preliminaire, (1967 ed.)

The study described in this report was initiated to:

(a) Provide a baseline of data for evaluating and monitoring the program in subsequent years.

(b) Describe the 1974-75 program and provide information for changes and improvements.

The information needed was collected by the following means:

(a) An evaluation of the learning situation by a French language expert external to the Vancouver school system.

(b) A program description by the French Helping Teacher of the Vancouver School Board.

(c) A questionnaire to the itinerant teachers.

(d) A questionnaire to all the Grade 6 and Grade 7 students who participated in the program.

(e) An oral exam designed by the French Helping Teacher and the itinerant teachers and given to all the Grade 6 and Grade 7 students participating in the program.

The results of this study indicated that there were definite gains in the students' aural skills in French. Grade 6 students averaged 70.7% and Grade 7 students averaged 69.3% on the final test given them. A large percentage (85.7%) of the students indicated that they felt the program should continue. Slightly fewer (61.5%) wanted to take another French course in the following year.

The itinerant teachers expressed general satisfaction with the program. They all said they would be willing to devote as much time to it in the following years; though the travelling, large class sizes, and lugging materials around with them made it quite tiring.

The question of whether this course should be taught by resident teachers or itinerant teachers has not been resolved and should be addressed in the next years of this study.

YEAR-ONE EVALUATION OF FRENCH IN THE ELEMENTARY SCHOOLS

INTRODUCTION

Background.

Prior to the 1974-75 school year, there were a number of elementary schools which had French programs, including a French immersion program at L'Ecole Bilingue. Essentially, the French courses in the elementary schools depended on the interest of teachers, parents and students.

If a French course was offered, it differed from school to school. The frequency of classes varied from short, daily periods to one 40-minute period per school cycle. Sometimes the instruction took place as a club activity. Teachers who offered French were provided with a guide based on "centres d'intérêt". They were encouraged to attend workshops, to take summer courses, and to visit occasionally the classrooms of French specialists.

The French program in the Elementary Schools was initiated in the 1974-75 school year. Eight itinerant teachers travelled among 20 elementary schools and taught oral French to classes in Grade 6 and Grade 7.

Purpose of the Present Study.

This study has two main purposes:

i) To describe fully the 1974-75 French program in the Elementary Schools and to recommend changes and improvements.

ii) To provide a baseline of data for evaluating and monitoring the program in subsequent years.

More specifically, an attempt will be made to answer the following questions:

i) The Need for the Program

Why was this program initiated? What needs, if any, does it serve which previously were not being adequately met?

ii) Implementation and Organization of the Program

How was the program organized in the schools? What were the objectives of the program? How was the content of the program presented to the students?

iii) Students' Previous French Experience

What French language experience had the students had before taking the Elementary French program? Did they have any home background in French language or French culture?

iv) Students' and Teachers' Reactions to the Program

What were the students' and teachers' evaluations of the program? What were their attitudes toward the program? Did they want to see the program continued?

v) Perceived Strengths and Benefits; Weaknesses and Difficulties of the Program

What were the program's strengths and weaknesses? What were the unanticipated problems and benefits?

vi) Measurement of Student Performance and Progress

How did the teachers evaluate the performance of their students? How did the students perform on a program-wide oral test given at the end of the 1974-75 school year?

vii) Suggested Changes to the Program

What program changes were suggested for next year by the teachers and students?

Limitations of the Study.

This study has the following limitations:

i) No information was gathered on parents' reactions to the program.

ii) No information was gathered on the program's effect on the schools that hosted it.

(What did the principal and other teachers think about having the program in their school? How did the program affect other pupils? Did it arouse their curiosity? What effect did the program have on time-tabling, classroom assignments, etc.?)

iii) The test given to all students who participated in the program was not standardized and no comparative judgment of performance can be made.

iv) There was no control group.

v) The effect that the program had on other courses was not investigated. An attempt will be made to overcome the above limitations in the evaluation of the program's second year.

Steps in the Evaluation Procedure.

1) In May, 1975 an evaluation of the program from the point of view of the learning situation was performed by Florence Wilton, Associate Supervisor - French, Coquitlam School District (see Appendix A).

2) A description of the program was prepared in January, 1975 by C. Shepherd, French Helping Teacher, Vancouver School District, and endorsed by C. Fournier, French Program Coordinator, Department of Education, Victoria, B.C. (see Appendix B).

3) A questionnaire (see Appendix C) was sent to the program's eight itinerant teachers.

4) A questionnaire (see Appendix D) was completed by all of the Grade 6 and Grade 7 students involved in the program.

5) A test was designed by the French Helping teacher and the itinerant teachers. This test was given orally. It consisted of teacher directions and student test sheets (see Appendix E).

6) Data processing and analysis:

   i) There were 1,022 Grade 6 and 1,009 Grade 7 student questionnaires. These were randomly sampled for the final analysis. The 95% level of confidence for any particular question required a random selection of a minimum of 270 questionnaires from each grade. The final analysis was performed on 275 Grade 6 and 295 Grade 7 student questionnaires. Responses on these randomly selected questionnaires were coded and entered on OMR cards. Responses were analysed using the HP 2000 computer system at John Oliver Secondary School.

   ii) The itinerant teachers administered oral tests (see Appendix E) and subsequently marked them. All the scores were used in calculating means and standard deviations.

THE PROGRAM: BACKGROUND AND DESCRIPTION

The Need for the Program.

The federal government is committed to a policy of bilingualism. Therefore, each citizen of this country should be expected to acquire some fluency with the official language that is not his first language. In B.C. this means that, in most cases, French should be studied.

The best age to learn a language is a topic of continuing controversy. However, it is widely believed that the earlier a child begins to learn a language, the better. In Vancouver elementary schools there are many loosely-coordinated French programs ranging from Grade 1 to Grade 7 and differing from school to school. There is a need, then, for a standard program which can be developed systematically and can provide maximum benefit for all exposed to it. The French program in the Elementary Schools presently best fills this need.

Multiplicative effects of learning French in elementary school are not immediate. In fact, if there are any, they will probably not manifest themselves for years. The opportunities for a student in B.C. to apply his French are minimal unless he actively seeks exposure to them. If the student is in a fortunate minority, he may be able to travel to other provinces or countries where French is used extensively; but this will not happen for most elementary school students.

The affective results of learning another language are very difficult to determine. There is some evidence that learning about another culture through the study of the language will help a student improve his attitudes toward that culture and toward his own.

Hopefully, the study of the French language at the elementary school level will encourage the student to continue studying the language in high school and university or in adult night school classes. At those times the applicative usefulness of knowing a second language may become more apparent to him.

To sum up, the need for the program is political due to the bilingual nature of Canada; it is organizational in that there is a need for a standard course to replace the many different courses in use in Vancouver's elementary schools; it is long range to the degree that it will encourage a student to continue studying French for future use (e.g., travelling, university, careers).

Implementation and Organization of the Program.

i) Implementation

The program was concerned with pupils in Grades 6 and 7 in 20 elementary schools. There were eight itinerant teachers appointed to teach all the French lessons. These teachers were fluent in French and had experience in teaching French as a second language. Each itinerant teacher was responsible for a few schools and travelled from school to school to teach. Typically, the classes were taught in four or five 20-minute periods of French per week.

Table I summarizes the data for each school. As indicated, the French instruction time per class varies quite widely - from 40 to 150 minutes per week for Grade 6 and from 80 to 150 minutes per week for Grade 7.

Students were not selected individually for the French program. The regular classes were kept intact for French instruction. The program was carried on only in schools which had indicated a desire for it.

ii) Books and Materials Used

The course was based on Le Francais Partout - Cours Préliminaire (1967 edition). This book was supplemented by tape-recordings, songs, games, posters and other visual aids.

iii) Method of Presentation

The approach was completely oral. The students were generally encouraged to respond chorally because of the large class size. When possible, some work was done with individuals. The teachers emphasized phrases and sentences rather than isolated words. English-French translation of words and phrases was actively avoided. English was virtually never used.

TABLE I: NUMBER OF STUDENTS IN THE ELEMENTARY FRENCH PROGRAM AND MINUTES OF INSTRUCTION PER CLASS PER WEEK

School	Number of students in the French program				Minutes/class/week		
	Gr. 6	Gr. 7	*** Gr. 6/7	Total	Gr. 6	Gr. 7	Gr. 6/7
01	55	50	-	105	100	110	-
02	27	42	-	69	80	80	-
03	18	22	19	59	100	100	*
04	56	56	28	140	100	80	*
05	64	71	-	135	100	100	-
06	96	91	-	187	80	80	-
07	68	65	-	133	100	100	-
08	50	58	-	108	70	110	-
09	65	67	-	132	80	100	-
10	81	72	-	153	60 or 40	80	-
11	54	64	-	118	100	100	-
12	38	29	27	94	100	100	*
13	17	21	-	38	100	100	-
14	71	88	-	159	150**	150**	-
15	88	-	-	88	100	-	-
16	-	30	-	30	-	80	-
17	70	67	-	137	100	100	-
18	-	-	25	25	-	-	*
19	77	88	-	165	100	100	-
20	27	28	-	55	150	150	-

*missing data

**per seven-day cycle

***mixed class

Here is a brief description of a fairly typical Grade 6 lesson:

> The teacher entered and conversational greetings and exchanges began. Controlled dialogues then occurred between the teacher and selected students, the teacher and the class, and within some student pairs. A review of animals from Le Francais Partout using large cut-outs was followed by a guessing game with sentences beginning "Tiens, j'ai trouvé...." Student-student and student-teacher conversations, in which the students adopted various roles, completed the review of past material.
>
> A French song was sung at the end of the class.

The method of presentation appeared to parallel the following recommendations[1] for this particular level of French instruction:

1) Train the ear first.

2) Teach from things and activities, not words. Establish meanings through objects and actions, not through words of the mother tongue.

3) Keep the tempo moving fairly fast and vary procedures frequently. Contrasts between old and new material, questions and explanations, class response and individual response, talking and singing, performance by students in turn and at random - all these will add variety and life to the class.

4) Make regular use of a number of routine directions. Teachers should introduce such expressions whenever they seem natural to the circumstance.

5) Emphasize progress. At every point, the student should feel that he is making progress. The satisfaction in advancing should be balanced by confidence in the control of what has already been learned.

6) Provide challenge. Keep interest and enjoyment high and, in addition, give students the satisfaction of attempting something new and different, mastering it, and receiving recognition for doing so.

7) Plan for repetition since language learning involves memorization. The repetition should be varied and carefully controlled to avoid boredom.

8) Emphasize speech patterns, not isolated words.

[1](adapted from: Supplement to the Program for the Intermediate Grades French, Grades VI, VII. Department of Education, Division of Curriculum Victoria, B.C.)

9) Provide a pure pattern of sound, intonation, rhythm and gesture for students to imitate. Insist on as good a quality of speech as you think the students can give. Take care lest fear of making mistakes leads to a reluctance to speak. If pronunciation is reasonably good, accept it and seek improvement as you go along.

10) Do not use English too much since frequent use of English leads to word-by-word translation. It may be possible to conduct practically every lesson in French. In some cases, a little English may be necessary to explain more difficult or abstract concepts and to give confidence to the students. When English is used, avoid giving direct word-for-word explanations.

iv) Objectives of the Program

The following general objectives or criteria were submitted in the original proposals for the program:

Effective French programs in elementary schools will meet the following criteria:

a) include learning situations which keep interest and enjoyment high and which encourage self-expression;

b) stimulate interest in speaking and understanding French;

c) enrich the student's educational experiences through acquaintance with another language and another culture;

d) develop abilities in each of the language skills, with particular emphasis on oral/aural practice;

e) create enthusiasm for further study as a result of the enjoyment and confidence derived from early contact with the language.

ANALYSIS OF THE DATA

Students' Previous French Experience.

Table II shows the percentage of students in the sample who have been exposed to French, and the grade(s) in which the experience was gained. It also indicates whether the experience was over a full year or part of a year. The number of years of experience was not determined. Typically, a student had been exposed to French on only one previous occasion. (Question 2, Appendix D)

Very few of the students had a parent who spoke French (Question 7, Appendix D); 93.5% (257) of the Grade 6 students and 92.9% (273) of the Grade 7 students indicated that neither of their parents spoke French as a first language.

TABLE II: STUDENTS' PREVIOUS EXPERIENCE WITH FRENCH IN SCHOOL

	Grade 6	Grade 7
Have not had any courses in French prior to this year	58% (159)	55% (162)
Have had a course in French prior to this year	42% (116)	45% (133)

Percentages and numbers of Grade 6 students with previous French experience - duration of course and grade level when taken.

Grade	K	1	2	3	4	5
Whole Year	3.4% (4)	4.3% (5)	11.2% (13)	7.8% (9)	25.0% (29)	35.3% (41)
Part Year	1.7% (2)	2.6% (3)	0.9% (1)	9.5% (11)	16.4% (19)	17.2% (20)
Total	5.1% (6)	6.9% (8)	12.1% (14)	17.3% (20)	41.4% (48)	52.5% (61)

Percentages and numbers of Grade 7 students with previous French experience - duration of course and grade level when taken.

Grade	K	1	2	3	4	5	6
Whole Year	3.1% (4)	6.2% (8)	6.9% (9)	10.0% (13)	20.0% (26)	32.3% (42)	39.2% (51)
Part Year	3.1% (4)	7.7% (10)	3.8% (5)	8.5% (11)	20.8% (27)	13.1% (17)	16.9% (22)
Total	6.2% (8)	13.9% (18)	10.7% (14)	18.5% (24)	40.8% (53)	45.4% (59)	56.1% (73)

* the number of students in each category is in parentheses.

Reactions to the Program.

1) Students' Reactions

Responses to Question 12 (see Table III) indicated that almost two-thirds of the students would like to be able to speak, read and write French well, whereas approximately one-quarter of the respondents were most interested in speaking French well. Question 13 results show that the majority of students worked just as hard in French class as in their other classes. Further comments indicated, however, that a large number of students did not work as hard in French class because there was neither written work nor tests.

Over three-quarters of the students sampled at each grade level thought French should be taught only to those students who wanted to learn the language.

Only a small proportion of students thought the amount of time spent learning French should be decreased. About half thought the amount of time was about right, and about 40% thought more time should be given to French. The average time of instruction for students who indicated they wanted more time was 89 minutes per week. For those who thought that the time should be the same, it was 94 minutes per week, and for students who thought less time should be devoted to French, the average time of suggested instruction was 91 minutes per week.

Most students sampled do not use the French language nor seek exposure to French materials outside of school (see Tables IV and V). The most popular forms of contact with French are through viewing French television programs and speaking French with their families (generally at the dinner table).

Tables IV and V illustrate that students who are speaking some French with either family or friends do so more now than before the course, and, to a lesser extent, those who read French newspapers, magazines or books outside of school do so more now than previously. The course did not seem to have such a marked effect on students who watched French television programs or listened to French language radio or tapes, although a large minority increased their contacts with these forms of French language expression during the period of the course.

TABLE 1.1: STUDENTS' REACTIONS TO THE COURSE

Question Number	Grade 6 (N = 275)*	Grade 7 (N = 294)*
12. Which of the following would you like to be able to do most? (Check only one.)		
speak French well.	22.9% (63)	24.1% (71)
read French well.	3.6% (10)	2.4% (7)
write French well.	1.1% (3)	1.7% (5)
all of the above.	64.0%(176)	63.3%(186)
none of the above.	8.0% (22)	7.1% (21)
no answer.	0.4% (1)	1.3% (4)
13. In French class:		
I work harder than in my other classes.	6.9% (16)	3.7% (11)
I work just as hard as in my other classes.	60.4%(166)	52.7%(155)
I do not work as hard as in my other classes.	30.5% (84)	41.5%(122)
no answer.	2.2% (6)	2.0% (6)
14. Do you think French should be taught to:		
all students.	22.2% (61)	18.4% (54)
only students who want to learn French.	76.0%(209)	79.9%(235)
none of the students.	1.1% (3)	1.0% (3)
no answer.	0.7% (2)	0.7% (2)
15. I think the amount of time spent learning French in school should be:		
more than it is now.	41.1%(113)	36.7%(108)
the same as it is now.	46.9%(129)	52.4%(154)
less than it is now.	11.6% (32)	8.5% (25)
no answer.	0.4% (1)	2.4% (7)

*The number of students responding to each category is in parentheses.

TABLE IV: FRENCH USAGE BY GRADE 6 STUDENTS

QUESTIONNAIRE ITEMS, NUMBERS 8,9,10,11 OF APPENDIX D	% OF GR. 6 SAMPLE (N = 275)			TO THOSE WHO ANSWERED YES			
	YES	NO	NO RESPONSE	MORE OFTEN NOW THAN BEFORE TAKING THE COURSE	SAME AMOUNT NOW AS BEFORE TAKING COURSE	LESS OFTEN NOW THAN BEFORE TAKING THE COURSE	NO RESPONSE
Do you speak any French with your friends?	18.2% (50)	77.1% (212)	4.7% (13)	62.0% (31)	30.0% (15)	8.0% (4)	0.0% (0)
Do you speak any French with your family?	29.8% (82)	66.9% (184)	3.3% (9)	65.9% (54)	23.2% (19)	8.5% (7)	2.4% (2)
Do you read any French newspapers, magazines or books outside of school?	12.7% (35)	86.5% (238)	0.8% (2)	40.0% (14)	28.6% (10)	22.9% (8)	8.6% (3)
Do you watch any French television outside of school?	34.5% (95)	65.1% (179)	0.4% (1)	34.7% (33)	51.6% (49)	12.6% (12)	1.1% (1)
Do you listen to any French radio, records or tapes outside of school?	22.5% (62)	76.7% (211)	0.8% (2)	35.5% (22)	38.7% (24)	21.0% (13)	4.8% (3)

TABLE V: FRENCH USAGE BY GRADE 7 STUDENTS

QUESTIONNAIRE ITEMS, NUMBERS 8,9,10,11 OF APPENDIX D	% OF GR. 7 SAMPLE (N = 294)			TO THOSE WHO ANSWERED YES			
	YES	NO	NO RESPONSE	MORE OFTEN NOW THAN BEFORE TAKING THE COURSE	SAME AMOUNT NOW AS BEFORE TAKING COURSE	LESS OFTEN NOW THAN BEFORE TAKING THE COURSE	NO RESPONSE
Do you speak any French with your friends?	19.0% (56)	75.9% (223)	5.1% (15)	66.1% (37)	26.8% (15)	5.4% (3)	1.8% (1)
Do you speak any French with your family?	23.1% (68)	73.8% (217)	3.1% (9)	67.6% (46)	29.4% (20)	1.5% (1)	1.5% (1)
Do you read any French newspapers, magazines or books outside of school?	11.6% (34)	87.1% (256)	1.4% (4)	55.9% (19)	32.4% (11)	5.9% (2)	5.9% (2)
Do you watch any French television outside of school?	22.4% (66)	76.5% (225)	1.0% (3)	25.8% (17)	53.0% (35)	12.1% (8)	9.1% (6)
Do you listen to any French radio, records or tapes outside of school?	17.0% (50)	81.3% (239)	1.7% (5)	32.0% (16)	52.0% (26)	12.0% (6)	4.0% (2)

The students' overall evaluation of the course was that it was about the same as most of their other courses (see Table VI).

TABLE VI: STUDENTS' OVERALL EVALUATION OF THE FRENCH COURSE (QUESTION 16, APPENDIX D)

	Grade 6	Grade 7
Excellent, one of the best courses I've ever taken.	7.6% (21)	4.1% (12)
Very good, better than most of my courses.	25.1% (69)	13.8% (40)
Average, about the same as most of my courses.	48.7%(134)	55.4%(163)
Poor, not as good as most of my courses.	7.6% (21)	17.0% (50)
A waste of time, one of the worst courses I've ever taken.	10.5% (29)	7.5% (22)

Students who rated the course "excellent" or "very good" also indicated very positive attitudes in Questions 17-26, Appendix D.

Most of the students felt the course should be continued; 36.4% of the Grade 6 and Grade 7 students felt it should continue without changes, and 49.3% felt it should continue with changes. (The proposed changes are discussed at the end of this chapter.) Only 9.4% of the sampled students felt the program should be discontinued, and 4.9% had no opinion.

More than one-half of the students (61.5%) wanted to take another French course in the following year, and 70.6% would recommend taking a French course to a brother or sister entering Grade 6 in September. On the other hand, 51.2% of the students would not advise their siblings to take a French course in kindergarten. (See Questions 4, 5 and 6, Appendix D.)

ii) Teachers' Reactions

Generally, the itinerant teachers found the program more demanding than anticipated. A variety of problems arose, such as: there was no time to relax for a while because of the number of classes and the rush from school to school; the same material had to be taught up to ten times a day; and a large amount of preparation was required to supplement the Grade 7 course. Nevertheless, the teachers indicated that they were willing to devote the same amount of time to the program next year, and that the program helped them in their own professional development. (See Questions 5, 6 and 7, Appendix C.)

All the itinerant teachers thought the program should be continued for Grade 6 and Grade 7; and all except one teacher thought that the course should be expanded to include additional grades, particularly Grade 5.

The teachers considered the program to be a success (two teachers were undecided) because it was an oral program and the students participated enthusiastically.

Perceived Strengths and Benefits, Weaknesses and Difficulties of the Program.

i) Students' Perceptions

Strengths and Benefits: The following positive comments are summarized from the student questionnaire, Question 28, and from comments that students made throughout the questionnaire. Nine percent of the Grade 6 students and 14 percent of the Grade 7 students made no positive comments.

	Number of Comments in the Category		
GOOD FOR SOCIETAL REASONS	Grade 6 (N = 275)	Grade 7 (N = 294)	Total (N = 569)
It is good to speak French(meaning vague)	57	27	84
Need French for high school or university	24	52	76
Can use French when travelling	19	27	46
Good to learn to speak a second language	-	37	37
It is Canada's second language	4	12	16
Need it in our future careers	7	4	11
GOOD FROM INSTRUCTIONAL ASPECT			
Enjoy the games	47	38	85
Fun	34	21	55
Like the conversation and oral aspect	11	23	34
Interesting	15	12	27
Enjoy the songs	16	10	26
Easy to understand	8	11	19
Enjoy the plays	8	2	10
Other	7	8	15
GOOD - MISCELLANEOUS			
Learn a lot	22	29	51
Like the teacher	10	19	29

Weaknesses and Difficulties: The following comments are summarized from the student questionnaire, Question 29, and from comments made throughout the questionnaire. Twenty-two percent of the Grade 6 students and 19 percent of the Grade 7 students made no negative comments.

'BAD' FROM INSTRUCTIONAL ASPECT	Number of Comments in the Category		
	Grade 6 (N = 275)	Grade 7 (N = 294)	Total (N = 569)
Don't learn anything, waste of time, useless	40	35	75
Boring	32	42	74
Repetitive	11	27	38
Ruined by "problem kids"	20	17	37
Not long enough	15	17	32
Too hard	4	20	24
It's obligatory	8	14	22
Not enough explanation	5	14	19
We don't learn to read or write French	-	19	19
Don't like the tapes	9	6	15
Don't like all the oral work	8	7	15
Don't like posters and cards	5	10	15
Teacher problem (not stated)	3	11	14
Don't like the singing	3	10	13
Don't like Henri and the Family	6	7	13
Too much written work	-	8	8
Takes time from other courses	3	3	6
Everything (hate French, etc.)	3	11	14

ii) Teachers' Perceptions

The Textbook: Le Francais Partout - Cours Preliminaire: The teachers unanimously indicated that the textbook was inadequate for Grade 7. It was considered to be too juvenile for students at that level.

Problems of Being an Itinerant Teacher (see Questions 3 and 4, Appendix C): Three itinerant teachers indicated that it would be better for resident teachers to teach this French program; three thought it would be better to remain as itinerant teachers; and two were undecided on this issue.

The main problems of being itinerant teachers were essentially caused by the constant travelling and by not having a permanent classroom for French instruction. They had to carry equipment and supplies from school to school and from room to room. Some had no permanent bulletin board space. Students and staff found it difficult to accept the teachers as part of the school. Some of the itinerant teachers thought that if they conducted the program as resident teachers many of these problems would disappear.

Unanticipated Problems (see Question 10, Appendix C): Four teachers experienced unanticipated problems:
- Some regular teachers resented having to send their students to a French class because it used up some of their own instructional time.
- Some students resented having to take French. As a result, they would disrupt the class.

Unanticipated Benefits: Six of the itinerant teachers thought there were unanticipated benefits:
- The students' and teachers' attitudes toward French improved over the year.
- Students began to understand the problems of others whose first language was not English.
- The course gave shy students a chance to speak.
- Many teachers gave spontaneous support to the program.
- The course provided children of "Latin" language backgrounds an opportunity to excel, despite difficulties in other subjects.

Other Problems: Seven of the eight itinerant teachers thought there were too many students in each class (see Appendix A, Weaknesses section). In some cases the classroom was too small to accommodate all of the students.

The teachers also indicated that the course did not effectively provide students with a breadth of experience in French culture (see Question 8, Appendix C).

Measurement of Student Performance and Progress.

i) Teachers' Methods

Six of the teachers used various methods to evaluate their students' performance: oral tests and quizzes, participation, multiple-choice tests, and true-false quizzes. Two teachers did not formally evaluate student performance because the principals of their schools did not want them to.

ii) This Study's Methods

Table VII gives means and standard deviations of scores obtained by schools on the final oral exam (see Appendix E) which was given to all participating students.

TABLE VII: SCHOOL MEAN SCORES AND STANDARD DEVIATIONS ON FINAL ORAL EXAMINATION (APPENDIX E)

	Grade 6			Grade 7		
School Number	N	Mean*	S.D	N	Mean*	S.D
01	55	29.5	7.1	50	31.2	8.5
02	27	29.9	6.4	42	31.4	6.9
03	18	34.4	7.4	22	30.8	5.7
04	56	33.3	5.6	56	36.2	5.6
05	64	35.2	5.7	71	31.8	6.2
06	96	30.4	6.0	91	32.3	5.8
07	68	32.9	7.9	65	36.3	6.0
08	50	28.1	5.5	58	29.8	9.4
09	65	29.1	7.8	67	33.2	7.4
10	81	34.6	6.2	72	36.4	5.5
11	54	38.2	5.7	64	37.9	5.0
12	38	32.3	6.9	29	32.9	6.0
13	17	32.4	5.7	21	29.5	6.2
14	71	26.0	6.0	88	26.3	6.6
15	8?	35.6	5.8	-	-	-
16	-	-	-	30	32.2	7.8
17	70	29.4	9.4	67	30.9	5.3
18**	-	-	-	-	-	-
19	77	28.4	5.4	88	29.5	7.0
20	27	36.7	5.2	28	37.8	3.8

* Based on a maximum score of 45.

** This school had only a Grade 6 and 7 mixed class, so was not included in this table.

The average mark of the 1,022 Grade 6 students was 31.8 out of 45 (70.7%). The average mark of the 1,009 Grade 7 students was 31.2 out of 45 (69.3%).

Suggested Changes to the Program.

1) Students' Suggestions
(See Question 27, Appendix D)

Of the Grade 6 student sample, 124 out of 274 (45.3%) did not suggest any changes in the program. Of the 295 Grade 7 students, 100 (33.9%) did not indicate changes. The remaining students suggested the following changes (in descending order of frequency of mention):

	Grade 6	Grade 7	Total
- Would like a textbook and more reading and writing	34	71	105
- More time for games, songs and activities	31	25	56
- Want more time for French	28	24	52
- Make it a non-obligatory course	9	15	24
- Give more examples of practical applications of the phrases, etc.	2	11	13
- Eliminate the cardboard figures and family situations	4	8	12
- More field trips	8	3	11
- More new work, go faster	5	5	10
- Go slower	1	8	9
- Have smaller classes	-	8	8
- More films and visual aids	6	2	8
- Want less time for French	6	1	7
- Separate the good French-speaking students from the not-so-good	3	2	5
- Use fewer tapes	3	1	4
- Make it more adult	1	3	4

ii) Teachers' Suggestions

(The number of itinerant teachers who suggested each change is given in parentheses.)

- Decrease the number of pupils in each class. (4)
- Have fewer periods per day per teacher. (3)
- Couple oral French with writing and reading (especially in Grade 7). (3)
- Provide expert advice on the "Le Français Partout" method for the itinerant teachers. (3)
- After a trial period, reduce the classes to those who really want to take the course. (3)
- Have a classroom or storage room set aside to store equipment and supplies. (2)
- Develop more games, books and films. (2)

The following changes were suggested by individual itinerant teachers:

- Arrange small groups in the class to do intensive work about once a week. The rest of the students could work on projects.
- Spend about one lesson every two weeks on cultural aspects.
- Have the principal explain the program to teachers and pupils at the beginning of the year to prepare them for the arrival of the itinerant teachers.
- Have homogeneous grouping in a class so that pupils could learn at the same speed.
- Invite French visitors to speak to the classes about France and/or Quebec.
- Have a more flexible program so teachers can spend more time on songs, games and short plays.

CONCLUSIONS

It is encouraging to note that 85.7% of the students thought that the French program in the Elementary Schools should continue, and that more than half the students (61.5%) wanted to take another French course in the following year. Students indicated that, generally, they found the course interesting. The majority thought the course to be about the same as most of their other courses; 24.7% indicated that it was better than their other courses; and, 21.8% indicated that it was worse.

The program did not seem to stimulate extensive use of French outside the classroom. Only 20% of the students indicated they spoke any French with their friends or family. However, 62% of those who previously spoke French outside of class spoke more French after taking the course.

The program did not introduce the student to French culture. There is no evidence to show that simply being exposed to the French language - even in a program as varied as this - will result in knowledge of the French culture.

According to the test results, the program developed the students' aural skills. The test had no control group; however, it would be reasonable to assume that a student who had not been exposed to the French language would score very low on the test. Observations of the classes suggested that some of the students were quite competent with oral French, but their degree of skill was not formally established. Most of the students' oral responses were choral, which precluded establishing the level of conversational ability of individual students.

The teachers were generally satisfied with the program's intent and with the students, but they were not satisfied with the text-book. Le Francais Partout - Cours Préliminaire. It was considered to be too childish for the Grade 7 students.

There were also problems associated with being an itinerant teacher. Some causes of those problems were: lack of a permanent place to work and for storage of materials; constant travelling; and, insufficient awareness in schools of the implications of the program.

Many of the teachers and students thought the program should be voluntary. However, assuming that there is a significant need for the program for all students, it would not be fair to provide French language instruction only to the students who volunteer, or to those who are considered acceptable.

The following recommendations should be considered:

1) The principals of all schools participating in the program should clearly outline to their teachers and students the rationale of the program and the influence the program will have on classroom arrangement and instructional time.

2) Each school should provide the French teachers with a classroom adequate in size for the number of students. All the French instruction in this program should take place in the chosen classroom in order to minimize confusion. The classroom should have a bulletin board exclusively for the French course.

3) Each school should attempt to provide an adequate storage area for the materials of the French course.

4) The schools assigned to each itinerant teacher should be chosen so as to minimize the teacher's travel time.

5) The teaching load should be distributed as equally as possible among the itinerant teachers.

6) Consideration should be given to ways of reducing class size in order to facilitate the development of the oral skills of students.

7) Consideration should be given to the introduction, in Grade 7, of reading and writing French. Caution must be exercised, however, so that the program does not lose its essentially oral character.

8) Another text-book or source book should be found for the Grade 7 students. Le Français Partout - Cours Préliminaire is too childish for that level.

9) More instructional time should be devoted to introducing various aspects of French culture.

10) The program should be kept at its present size until a comprehensive evaluation can be completed.

APPENDIX A

REPORT ON THE VANCOUVER ELEMENTARY FRENCH PROGRAM BY THE ASSOCIATE SUPERVISOR OF FRENCH IN THE COQUITLAM SCHOOL DISTRICT

This short report is intended to show the strengths and weaknesses of the Vancouver Elementary French Programme. It is based on visits on May 7 and May 8, 1975 to seventeen classes taught by eight itinerant French teachers in eight different schools and is a résumé of the questionnaires completed for each class visited.

Since the questionnaires supplied by the Evaluation and Research Department centred on the learning situation, I am assuming that it is this aspect of the total evaluation of the programme that I am to stress. My remarks are not applicable to any elementary French situation outside the eight itinerant specialists.

A. Strengths

1. All teachers observed had a sufficient knowledge of French to vary and enrich the programme material Le Français Partout - Cours Préliminaire according to the needs of different classes and different students.
2. From methods used and the material being taught, it was evident that most teachers are benefitting from the district in-service programme. General uniformity of material and approach should facilitate the co-ordination with secondary school programmes. This need for uniformity should not hinder, and did not appear to be restricting, the possibility (noted previously) of varying the programme.
3. As far as I can assess, administrators and teachers in the eight schools appeared to have a positive attitude to French instruction. This is essential to the success of the programme especially where itinerant teachers are concerned.
4. The basic programme materials are sequential and are appealing to students. An oral programme is highly dependent on visual materials to facilitate comprehension and aid recall.
5. Student interest and involvement in most classes was good, though some students showed evidence of beginning to lose enthusiasm.

6. The completely oral approach is particularly successful with younger students - up to Grade 6. By Grade 7 most students tend to need a reading/writing back-up to the oral practice. If this programme is begun with younger students, then the beginning reading stage can be reached by Grade 7.
7. Teachers were using the regular speed of speech and a correct standard French.

B. Weaknesses

1. All classes were in the high twenties or thirties. This means that it is difficult for each student to respond individually, frequently. Also, the students are likely to have a wide range of ability, so that it is virtually impossible to challenge each one at his own level in an oral beginners' class that is essentially teacher dominated.
2. Itinerant specialists in any area make it difficult to integrate that subject with others.
3. Because of the teachers' working only with a few individuals, in a few of the classes observed, rather than attempting to involve the whole class, a few students were beginning to develop a negative attitude.
4. The cultural aspect of language-learning appears not to have been sufficiently stressed to date. This is particularly important in the development of positive attitudes to French-speaking people.
5. The amount of time scheduled, i.e., four or five twenty-minute lessons per week can attain only fairly minimal objectives in language learning.

In summary, taking into account the limitations of larger classes and/or small time allowance, it appears that a good beginning has been made: that students are receiving worthwhile oral instruction at a more appropriate stage in their development than in the secondary school, and that positive attitudes are being formed and, in general, maintained.

I shall be pleased to report in more detail on any aspect of the programme as Vancouver School Board personnel may require.

Florence Wilton,
Associate Supervisor - French,
School District #43 (Coquitlam)

May 13th, 1975.

APPENDIX B

EVALUATION REPORT BY THE FRENCH HELPING TEACHER OF THE VANCOUVER SCHOOL BOARD AND THE FRENCH PROGRAM COORDINATOR FROM THE B.C. DEPARTMENT OF EDUCATION

DEPARTMENT OF EDUCATION

[redacted]

July 2, 1975

Mr. N. Gleadow
Evaluation & Research
School District No. 39
(Vancouver)
1595 West 10th Avenue
Vancouver, B. C.
V6J 1Z8

Dear Mr. Gleadow:

Please find enclosed the report which you requested in your letter of June 27, 1975.

The report was prepared by Miss C. Shepherd who was closely associated with the programme, and from my rather brief visits to the schools and observations of the teachers and students, I would agree with the observations in the report.

Yours very truly,

C. Fournier,
French Programme Coordinator.

CF/bc
Enclosure

Special Projects -- Evaluation Report

Date(s) January 29, 1975

Evaluators: (1) Miss C. Shepherd, French Helping Teacher

(2) Mr. C. Fournier, French Programme Coordinator

(3) _____

Number of schools involved 20

Number of French classes involved 93

Teaching Programme in use Le Français Partout - Cours Préliminaire

Is French taught by (a) classroom teacher _____

(b) itinerant teacher ✓

(c) combination of (a) and (b) _____

What devices are always available for teachers' use?

Tape Recorder	Film Strip Projector	Screen	O'head Projector
16 mm. Projector	T.V. ?? V.T.R. (on request)		

Other

A cassette recorder has been ordered for each itinerant teacher.

Is the programme financially viable over at least a 5-year period? Give details briefly.

Program has the support of the Board on the 50/50 financial arrangement agreed to last year.

Is the programme administratively viable? Give details briefly.

The program is coordinated by a French helping teacher who is responsible to the Deputy Superintendent.

Is the programme pedagogically viable? Give details.

In our opinion, yes. All teachers appointed to this position are well-trained and they are supervised by a well-trained French helping teacher.

Assessment: Teacher, Classroom

1) Oral Production - The majority of students involved are able to respond chorally and individually. Teachers endeavor to have their students respond clearly and accurately. They correct errors whenever necessary. Most children appear to have acquired the use of patterns taught. Generally, the majority of the children are able to imitate accurately, although a few experience some difficulty in producing new sounds (interference of another language perhaps?)

2) Aural Comprehension - Students are able to understand simple exchanges similar to those presented in Le Français Partout - Cours Préliminaire. They are able to respond to questions based on centres of interest such as age, name, colours, objects, weather, family. They are familiar with some classroom expressions. It is generally found that students understand well material which is presented in a limited amount and which is reviewed regularly.

3) Variety of Activities - Classes include choral, small group, and individual repetition, group and individual questioning, and role-playing. Teachers try to include a review each day and presentation of new material frequently, as well as a song, game, poem or the introduction of a new centre of interest.

4) Is the Programme Sequential Grade to Grade? The program has been begun in Grades 6 and 7 and can be extended to Grades 4 and 5 using Le Français Partout - Cours Préliminaire and Le Français Partout I and II. The approach at the beginning level is oral, but it is envisaged that some reading and writing will need to be included as the program expands.

5) Evidence of Cultural Interest in Quebec/France - (Since the program began late in Vancouver and since the program materials have just recently arrived, the teachers have been most concerned with the teaching of the language itself.) Some teachers have requested a small display area in the schools for posters, pictures, and students' contributions. Each teacher has been provided with a list of addresses useful in obtaining information and posters. Some information on Christmas in France and the Carnaval de Quebec has been distributed to the teachers. With supplementary funds, games, slides/filmstrips and records have been ordered (although these materials have not yet arrived in each school). Games and songs in French are included in the lessons.

6) Teacher Fluency - All the itinerant teachers are fluent in French, have a knowledge of standard French, and can conduct classes in French. Several of the teachers are native speakers of French with experience in teaching French as a second language; the remainder have studied French as a second language and also have experience in teaching French as a second language.

7) Teacher Methodology - The teachers try to encourage good oral reproduction and try to train the ear first. They endeavor to teach from things and activities and try to include a variety of activities. They plan for repetition and have been encouraged to emphasize phrases rather than isolated items of vocabulary. English is used as little as possible to avoid word-for-word translations.

Assessment: Teacher, Classroom

8) Supervision and/or Coordination - The French Helping Teacher visits each of the itinerant teachers. The group has met each month since the program began to discuss areas of concern and to exchange ideas. Most of the itinerant teachers have also attended demonstration lessons by secondary teachers experienced in teaching French and most attended the B.C. Provincial Language Conference in November, 1974. A very worthwhile workshop on Le Français Partout - Cours Préliminaire was held on January 17, 1975. Arrangements are being made for the itinerant teachers to observe classes at neighbouring secondary schools.

9) Comments and Evaluation Summary -
(a) The itinerant teachers feel that the system of frequent, short periods of French is worthwhile.
(b) Smaller classes would be helpful.
(c) There is a general feeling that it is more difficult to create an interest in and an enthusiasm for French at the Grade 7 level. Discipline problems tend to result more frequently at this level.
(d) It has been found by some teachers that the program materials of Le Français Partout - Cours Préliminaire are more suitable to Grade 6 than to Grade 7.
(e) Learning to understand and to speak before learning to read and write is important.
(f) Principals have been receptive and helpful and other staff members have generally been cooperative in establishing the program which began late.
(g) It is felt that the role of the itinerant teacher is very demanding from the point of view of number of classes met each day.

APPENDIX C

QUESTIONNAIRE FOR TEACHERS OF FRENCH

IN THE ELEMENTARY SCHOOLS

(number of teachers responding - 8)

Please respond to each question as candidly as possible. Please answer all the questions. It is not necessary to put your name on this questionnaire.

1. Do you think the teacher's textbook Le Français Partout - Cours Préliminaire and related student materials have been adequate for the curriculum? If inadequate, in what way are they inadequate and how could they be improved?

Not adequate for Grade 7 - 7
Adequate if extended - 1

2. Do you think the French program in elementary schools would be improved with resident teachers rather than itinerant teachers?

Yes - 2 *No - 2* *Undecided - 4*

3. What, if any, are some of the problems you encountered as an itinerant teacher?

4. Would you prefer to be an itinerant teacher or a resident teacher and why?

Itinerant teacher - 3 *Resident teacher - 4* *Undecided - 1*

The following questions require you to give a general rating of some aspect of the program using a 5-point rating scale. For such questions, you should circle the one of the five numbers which most closely represents your feelings about the statement along the scale. If you have comments you wish to make about why you responded as you did, please make such comments just to the right of the appropriate rating scale under "Comments". If you find it impossible to give an answer to a question, briefly explain why.

5. To what extent is this program more demanding of your time and energy than you had anticipated it would be? Comments

more demanding	1	2	3	4	5	less demanding
Responses	*3*	*2*	*3*	*0*	*0*	

6. Would you be willing to spend the same amount of time in the program next year? Comments

willing	1	2	3	4	5	unwilling
Responses	*4*	*1*	*3*	*0*	*0*	

7. How useful has teaching in this program been in assisting your own professional development? Comments

useful	1	2	3	4	5	not useful
Responses	*2*	*3*	*2*	*1*	*0*	

8. How effective is this program (<u>not</u> just the course materials) in providing students with a breadth of experience in:

(a) French Language Comments

effective	1	2	3	4	5	ineffective
Responses	*1*	*4*	*2*	*1*	*0*	

(b) French Culture Comments

effective	1	2	3	4	5	ineffective
Responses	*0*	*2*	*3*	*3*	*0*	

(c) Other (please specify): Comments

effective 1 2 3 4 5 ineffective

9. Have you become aware of any <u>unanticipated benefits</u> for students, teachers or others which have occurred during the operation of the program so far?

- Yes *(5)* *No answer (1)*
- No *(2)*

If yes, what were the unanticipated benefits? List them according to the group affected, i.e., students, teachers or others.

10. Have you become aware of any <u>unanticipated problems</u> for students, teachers or others which have occurred during the operation of the program so far?

- Yes *(4)* *No answer (1)*
- No *(3)*

If yes, what were the unanticipated problems? List them according to the group affected, i.e., students, teachers or others.

11. Have you seen any changes made in the program resulting from information or feedback provided by students or school personnel?

- Yes *(4)*
- No *(3)*

No answer (1)

If yes, please give an example or two of how the information was provided and used, and the changes which resulted.

12. Did you use any method to evaluate the performance of the students in your class?

- Yes *(6)*
- No *(2)*

If yes, please indicate the method you used.

If no, please indicate the reason.

13. Do you think this program should be continued next year for Grades 6 and 7?

- Yes *(8)*
- No *(10)*

Please explain your choice.

14. Do you think this program should be expanded next year to include additional grades?

- Yes *(7)*
- No *(1)*

If yes, which grades do you think should be included?

If no, why do you think this program should not be expanded?

15. Has there been a sufficient number of meetings between teachers and the organizers of the program to discuss the program and to exchange ideas?

- Yes *(7)* *Undecided (1)*
- No *(0)*

15., continued:

If yes, what were some of the issues dealt with in these discussions?

If no, what do you think could be done to further communication between teachers and program organizers?

16. Do you think your class size has been optimal for your purposes?

- Yes *(1)*
- No *(7)*

If no, do you think your classes have been too large or too small? What activities would you engage in, that you are not presently engaged in, if your classes were smaller or larger?

17. Do you think the classrooms assigned to you have been adequate for your purposes?

- Yes *(3)*
- No *(3)*

No answer (1) *Undecided (1)*

17., continued:

If no, in what way are the, inadequate?

18. Generally, do you think the program has been a success? If so, give some aspects of the program which you think have particularly contributed to this success.

Yes (6) *Undecided (2)*

If you think the program has not generally been a success, give some aspects of the program which you think have particularly contributed to this lack of success.

19. Do you have any suggestions for improving this program next year?

APPENDIX D

QUESTIONNAIRE FOR STUDENTS IN FRENCH IN THE ELEMENTARY SCHOOLS

OFFICE OF THE DEPUTY SUPERINTENDENT
Evaluation & Research

BOARD OF SCHOOL TRUSTEES
OF SCHOOL DISTRICT NO. 39 (VANCOUVER)

1595 WEST 10TH AVENUE
VANCOUVER B.C.
V6J 1Z8
TELEPHONE 731-1131

May 16, 1975

To Teachers of French in the Elementary Schools:

Your cooperation is asked in observing the following points with regard to the student questionnaire and French test.

1) Would you administer the questionnaire and French test between June 2 and June 5 inclusive with the French questionnaire given to students first. Students are allowed 40 minutes to do each.

2) Please do not mention to your class in advance that they will be receiving either the questionnaire or the French test. You need only tell them that on the particular days they will have a 40-minute period rather than a 20-minute period. Particularly do not coach your class in advance for the French test. These results are going to be tabulated on a city-wide by-grade basis and will not be examined per teacher, per class or per school.

3) Would you please bundle the questionnaire and French tests by class and by school before returning them to Charlaine Shepherd. This will facilitate sampling of the student questionnaires.

Thank you for your cooperation.

Sincerely,

Norman E. Gleadow

NORMAN E. GLEADOW

QUESTIONNAIRE FOR STUDENTS IN FRENCH IN

THE ELEMENTARY SCHOOLS

Percentages reported are for both grades.

Please respond to each question as carefully as possible. Please answer all the questions. Do not put your name on this questionnaire. If you have comments you wish to make about why you responded as you did, please make such comments just to the right of the question under the word "Comments." If it is impossible to give an answer to a question, briefly explain why.

Please respond to the following questions by placing a check mark (✓), in front of your answer.

1. What grade are you in this year?

__ Grade 5
__ Grade 6
__ Grade 7

2. Have you ever taken a course in French at school before?

Comments

__ Yes *43.6%* __ No *55.9%* __ *No answer* *0.5%*

If you answered Yes, circle the grades in which you took French.

If you circled a grade please circle "whole year" if you took French for the whole year or "part of year" if you took French for part of the year in that grade.

Do not circle the grade you are in this year.

Kindergarten (Whole year, part of year)	*2.4%*
Grade 1 (Whole year, part of year)	*4.7%*
Grade 2 (Whole year, part of year)	*5.0%*
Grade 3 (Whole year, part of year)	*7.8%*
Grade 4 (Whole year, part of year)	*18.2%*
Grade 5 (Whole year, part of year)	*21.3%*
Grade 6 (Whole year, part of year)	*13.0%*

3. Do you have any French-speaking friends?

Comments

63.8% __ None of my friends speak French.
0.0% __ All of my friends speak French.
0.9% __ Most of my friends speak French
32.2% __ Some of my friends speak French.

No answer *3.1%*

4. Imagine that you have a brother or sister who is going into Grade 6 next September. Would you advise him or her to take French? Comments

___Yes 70.6% ___No 9.8% ___Don't know 18.5% ___ No answer 1.2%

5. Imagine that you have a brother or sister who is going to start school next September. Would you advise him or her to take French in Kindergarten? Comments

___Yes 30.5% ___No 51.2% ___Don't know 17.2% ___ No answer 1.0%

6. Do you want to take another French course next year? Comments

___Yes 61.5% ___No 19.2% ___Don't know 18.5% ___ No answer 0.9%

7. Is French the mother tongue or first language of either or both of your parents? Comments

2.1% ___Yes, French is the first language of my father. ___ No answer 0.7%

3.3% ___Yes, French is the first language of my mother.

93.0% ___No, French is not the first language of either of my parents.

0.9% ___ First language of both my parents

8. Do you speak any French (outside of school) with: Comments

a) friends

___Yes 18.5% ___No 76.6% ___ No answer 4.9%

b) your family

___Yes 26.1% ___No 70.8% ___ No answer 3.1%

9. Outside of school, do you:

Comments

a) read any French newspapers, magazines or books?

___ Yes 12.0% ___ No 86.9% ___ No answer 0.9%

b) watch any French television?

___ Yes 28.2% ___ No 71.1% ___ No answer 0.5%

c) listen to any French radio, records or tapes?

___ Yes 19.7% ___ No 79.1% ___ No answer 1.0%

10. How often do you speak French in the following situations outside of school:

Comments

a) with friends?

34.3% ___ more often now than I did before taking this French course.

47.4% ___ the same amount now as I did before taking this French course.

9.1% ___ less often now than I did before taking this French course.

No answer 9.2%

b) with your family?

35.0% ___ more often now than I did before taking this French course.

46.3% ___ the same amount now as I did before taking this French course.

10.5% ___ less often now than I did before taking this French course.

No answer 8.2%

11. How often, outside of school, do you:

Comments

a) read French newspapers, magazines or books?

9.4% ___ more often now than I did before taking this French course.

63.6% ___ the same amount now as I did before taking this French course.

15.5% ___ less often now than I did before taking this French course.

No answer 11.5%

b) watch French television?

10.8% ___ more often now than I did before taking this French course.

66.4% ___ the same amount now as I did before taking this French course.

12.9% ___ less often now than I did before taking this French course.

No answer 9.9%

APPENDIX D (cont'd)

c) listen to French radio, records, or tapes?

9.9%___more often now than I did before taking this French course.

65.3%___the same amount now as I did before taking this French course.

14.1%___less often now than I did before taking this French course.

No answer 10.5%

12. Which of the following would you like to be able to do most? (Check only one)

Comments

23.7%___speak French well.
3.0%___read French well.
1.6%___write French well.
63.2%___all of the above.
7.7%___none of the above.

No answer 0.7%

13. In French class:

Comments

5.2%___ I work harder than in my other classes.

56.3%___ I work just as hard as in my other classes.

36.5%___ I do not work as hard as in my other classes.

No answer 1.7%

14. Do you think French should be taught to:

Comments

20.0%___ all students.

78.2%___ only students who want to learn French.

1.0%___ none of the students.

No answer 0.7%

15. I think the amount of time spent learning French in school should be:

Comments

38.7%___ more than it is now.

49.7%___ the same as it is now.

10.3%___ less than it is now.

No answer 1.4%

16. What do you think of your French course so far? (In answering this question, try not to be influenced by how you feel about your teacher, i.e., try to think of the course as separate from your teacher.)

Comments

No answer 1.2%

5.7% ___ excellent, one of the best courses I've ever taken.

19.0% ___ very good, better than most of my courses.

52.3% ___ average, about the same as most of my courses.

12.9% ___ poor, not as good as most of my courses.

8.9% ___ a waste of time, one of the worst courses I've ever taken.

Choose the answer below each statement which best describes how you feel about the French course you are taking this year.

For example:

I like chocolate chip cookies.

A) Strongly Agree
B) Agree
C) Undecided
D) Disagree
E) Strongly Disagree

You would circle "Strongly Agree" if you like chocolate chip cookies a great deal, "Agree" if you like them only a little and "Undecided" if you don't know if you like them or not. You would circle "Disagree" if you dislike chocolate chip cookies a little and "Strongly Disagree" if you really dislike them a lot. Circle only one answer for each statement. There are no right or wrong answers. Please answer each question as carefully as possible.

17. I am happy that I took French this year.

No answer 1.4%

A) Strongly Agree *22.6%*
B) Agree *40.8%*
C) Undecided *23.9%*
D) Disagree *7.0%*
E) Strongly Disagree *4.4%*

18. I find studying French very interesting.

A) Strongly Agree	11.8%	No answer 0.3%
B) Agree	40.1%	
C) Undecided	27.7%	
D) Disagree	13.9%	
E) Strongly Disagree	6.1%	

19. I dislike French as a result of taking French this year.

A) Strongly Agree	5.1%	No answer 0.5%
B) Agree	9.2%	
C) Undecided	20.6%	
D) Disagree	40.1%	
E) Strongly Disagree	24.6%	

20. Most of the time I have to force myself to go to my French class.

A) Strongly Agree	6.3%	No answer 0.9%
B) Agree	13.2%	
C) Undecided	16.9%	
D) Disagree	39.7%	
E) Strongly Disagree	23.0%	

21. The other students in my French class enjoy French more than I do.

A) Strongly Agree	5.7%	No answer 0.9%
B) Agree	10.1%	
C) Undecided	42.3%	
D) Disagree	28.4%	
E) Strongly Disagree	12.5%	

22. I enjoy my French class more than most of my other classes.

A) Strongly Agree	5.9%	No answer 0.9%
B) Agree	12.9%	
C) Undecided	34.3%	
D) Disagree	31.4%	
E) Strongly Disagree	14.6%	

23. Most days I am enthusiastic about my French class.

A) Strongly Agree	8.0%	*No answer 3.5%*
B) Agree	27.9%	
C) Undecided	31.5%	
D) Disagree	20.9%	
E) Strongly Disagree	8.2%	

24. I dislike my French class.

A) Strongly Agree	7.3%	*No answer 3.1%*
B) Agree	10.5%	
C) Undecided	19.7%	
D) Disagree	40.1%	
E) Strongly Disagree	19.3%	

25. Every day the class drags on and seems like it will never end.

A) Strongly Agree	17.4%	*No answer 3.7%*
B) Agree	44.3%	
C) Undecided	17.1%	
D) Disagree	12.9%	
E) Strongly Disagree	14.8%	

26. I am generally satisfied with my French class.

A) Strongly Agree	17.4%	*No answer 3.5%*
B) Agree	44.3%	
C) Undecided	17.1%	
D) Disagree	12.9%	
E) Strongly Disagree	4.9%	

27. Are there any changes you would like to see in this course?

57.0% ___Yes 39.2% ___No 3.9%___ *No answer*

If yes, what changes?

28. Please list, as you see them, the good points about this course.

29. Please list, as you see them, any bad points about this course.

30. Next year, this course should be:

36.4% ___continued with no major changes.
49.3% ___continued, but with changes (as given in question 27).
9.4% ___discontinued.
4.9% ___*No answer*

APPENDIX E

COMPREHENSION TEST IN FRENCH

VANCOUVER SCHOOL BOARD

May 8, 1975

TO PRINCIPALS OF:

Carnarvon Elementary
Carr Elementary
Fraser Elementary
Henderson Elementary
Jamieson Elementary
Kerrisdale Elementary
Laurier Elementary
Lloyd George Elementary
Osler Elementary
Queen Elizabeth Elementary
Queen Mary Elementary
Quilchena Elementary
Rhodes Elementary
Sexsmith Elementary
Southlands Elementary
Thunderbird Elementary
Trafalgar Elementary
University Hill Elementary
Van Horne Elementary
Waverley Elementary

RE: EVALUATION OF FRENCH IN THE ELEMENTARY SCHOOLS

I am writing to ask for your cooperation and that of your French teacher in making arrangements for the giving of a Comprehension Test in French to students in the experimental classes during the period, June 2nd to June 5th. The test requires 40 minutes of time and I would be grateful if you would make the necessary modifications in the daily schedule of your school to accommodate this arrangement. Thank you for your attention to this request.

E. N. Ellis

E.N. Ellis,
Head, Evaluation and Research

ENE/dc

APPENDIX E (cont'd) ELEMENTARY FRENCH

DO NOT WRITE ON THE TEST SHEETS.

TEST NUMBER 1

LOOK AT TEST NUMBER 1. LISTEN CAREFULLY TO THE DIRECTIONS.

HERE IS A SET OF PICTURES. YOU WILL HEAR A LIST OF FRENCH WORDS. ON YOUR ANSWER SHEET (FOOLSCAP), WRITE THE LETTER OF THE PICTURE THAT GOES WITH THE WORD YOU HEAR. YOU WILL HEAR THE WORD ONCE.

TRY THE EXAMPLE.

Example: Listen: une bouche

ON YOUR ANSWER SHEET (FOOLSCAP), YOU SHOULD HAVE PUT THE LETTER D FOR THE PICTURE OF A MOUTH.

WE WILL BEGIN THE TEST NOW.

1. cinq
2. une robe
3. un crayon
4. au revoir
5. un monsieur
6. un pied
7. une montre
8. un garçon
9. un stylo
10. une main
11. quinze
12. une cravate
13. une règle
14. un chapeau
15. une jeune fille

TEST NUMBER 2

LOOK AT TEST NUMBER 2. LISTEN CAREFULLY TO THE DIRECTIONS.

YOU WILL HEAR A FRENCH SENTENCE ONCE. READ THE FOUR ENGLISH SENTENCES SHOWN ON YOUR TEST SHEET. THEN WRITE THE LETTER OF THE ENGLISH SENTENCE WHICH BEST MATCHES THE SENTENCE YOU HEARD IN FRENCH.

TRY THE EXAMPLE AT THE TOP OF THE TEST SHEET.

Example: Listen: Il a onze ans.

YOU SHOULD HAVE PUT THE LETTER D FOR THE SENTENCE HE IS ELEVEN YEARS OLD.

NOW, WE WILL BEGIN THE TEST.

1. Dépêche-toi!
2. C'est dommage, monsieur.
3. Son père s'appelle Albert.
4. Ma mère m'appelle.
5. Il est deux heures dix.

TEST NUMBER 3

LOOK AT THE WALL CHART. YOU WILL HEAR A FRENCH SENTENCE ONCE. ON YOUR ANSWER SHEET (FOOLSCAP), WRITE THE NUMBER OF THE PICTURE WHICH MATCHES THE SENTENCE YOU HEARD.

TRY THE EXAMPLE.

Example: Listen: Elle a deux frères.

YOU SHOULD HAVE PUT THE NUMBER 10, SHE HAS TWO BROTHERS, ON YOUR ANSWER SHEET.

NOW, WE WILL BEGIN THE TEST.

---

1. Elle a six frères.

2. Il a un frère.

3. Il a trois frères.

4. Elle a six soeurs.

5. Elle a trois frères.

TEST NUMBER 4

LOOK AT TEST NUMBER 4. LISTEN CAREFULLY TO THE DIRECTIONS.

YOU WILL HEAR A SENTENCE IN FRENCH ONCE. ON YOUR ANSWER SHEET (FOOLSCAP), WRITE THE LETTER OF THE PICTURE WHICH GOES WITH THE SENTENCE YOU HEARD.

TRY THE EXAMPLE.

Example: Listen: Voici un téléphone.

YOU SHOULD HAVE PUT THE LETTER B FOR THE PICTURE OF A TELEPHONE.

NOW, WE WILL BEGIN THE TEST.

---

1. Voilà une famille.

2. Elle a deux frères.

3. Ils jouent à la balle.

4. J'ai cinq ans.

5. Montre-moi un livre de français.

TEST NUMBER 5

YOU WILL HEAR A FRENCH STATEMENT ONCE. THEN YOU WILL HEAR THREE QUESTIONS IN FRENCH. ON YOUR ANSWER SHEET (FOOLSCAP), WRITE THE LETTER OF THE QUESTION WHICH BEST GOES WITH THE STATEMENT YOU HEARD. DO NOT WRITE YOUR ANSWER UNTIL YOU HAVE HEARD ALL THREE QUESTIONS.

TRY THE EXAMPLE.

Example: Listen: C'est Jean-Claude.

A. Qu'est-ce que c'est?
B. Qui est-ce?
C. Quel jour est-ce?

YOU SHOULD HAVE PUT THE LETTER B FOR THE QUESTION QUI EST-CE?

NOW, WE WILL BEGIN THE TEST.

---

1. Le pantalon est bleu.

A. Où est le pantalon?
B. De quelle couleur est le pantalon?
C. Qu'est-ce que c'est?
NOW WRITE YOUR ANSWER.

2. Il s'appelle Henri Lebrun.

A. Comment t'appelles-tu?
B. Comment s'appelle la jeune fille?
C. Comment s'appelle le garçon?
NOW WRITE YOUR ANSWER.

3. C'est le douze novembre.

A. Quelle est la date?
B. Quel temps fait-il?
C. Combien font six et six?
NOW WRITE YOUR ANSWER.

4. Elle n'a pas de frères.

A. Combien de frères a le garçon?
B. Combien de frères a la jeune fille?
C. Qui a trois frères?
NOW WRITE YOUR ANSWER.

5. Elle a quinze ans.

A. Quel âge a la dame?
B. Quel âge a le garçon?
C. Quel âge a la jeune fille?
NOW WRITE YOUR ANSWER.

TEST NUMBER 6

YOU WILL HEAR A STATEMENT IN FRENCH. IF THE STATEMENT IS TRUE, WRITE YES ON YOUR ANSWER SHEET (FOOLSCAP); IF THE STATEMENT IS FALSE, WRITE NO. EACH STATEMENT WILL BE READ TWICE.

NOW, WE WILL BEGIN THE TEST.

1. Une banane est jaune.

2. Quatorze et deux font seize.

3. La capitale du Canada est Ottawa.

4. Il neige aujourd'hui.

5. Il est sept heures maintenant.

6. Suzanne Levert est la soeur de Louise.

7. La mère d'Henri s'appelle Monsieur Lebrun.

8. Un éléphant est un petit animal.

9. C'est aujourd'hui le vingt-trois septembre.

10. Le professeur de français s'appelle Monsieur Blondin.

ELEMENTARY FRENCH

ANSWER KEY

TEST NUMBER 1

1. Q
2. E
3. P
4. F
5. G
6. T
7. M
8. S
9. H
10. N
11. I
12. K
13. L
14. C
15. O

TEST NUMBER 2

1. B
2. C
3. A
4. C
5. C

TEST NUMBER 3

1. 6
2. 2
3. 5 or 9
4. 7
5. 1

TEST NUMBER 4

1. A
2. C
3. D
4. C
5. B

TEST NUMBER 5

1. B
2. C
3. A
4. B
5. C

TEST NUMBER 6

1. Yes
2. Yes
3. Yes
4. No
5. No
6. Yes
7. No
8. No
9. No
10. No

ELEMENTARY FRENCH

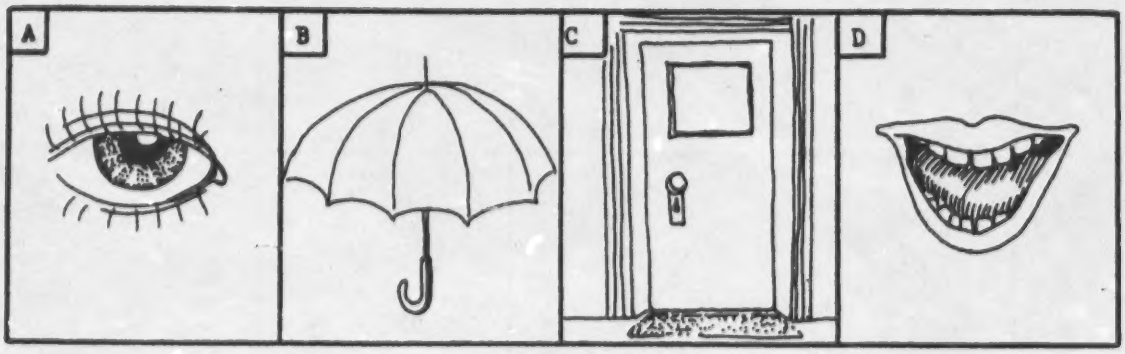
STUDENT TEST SHEETS

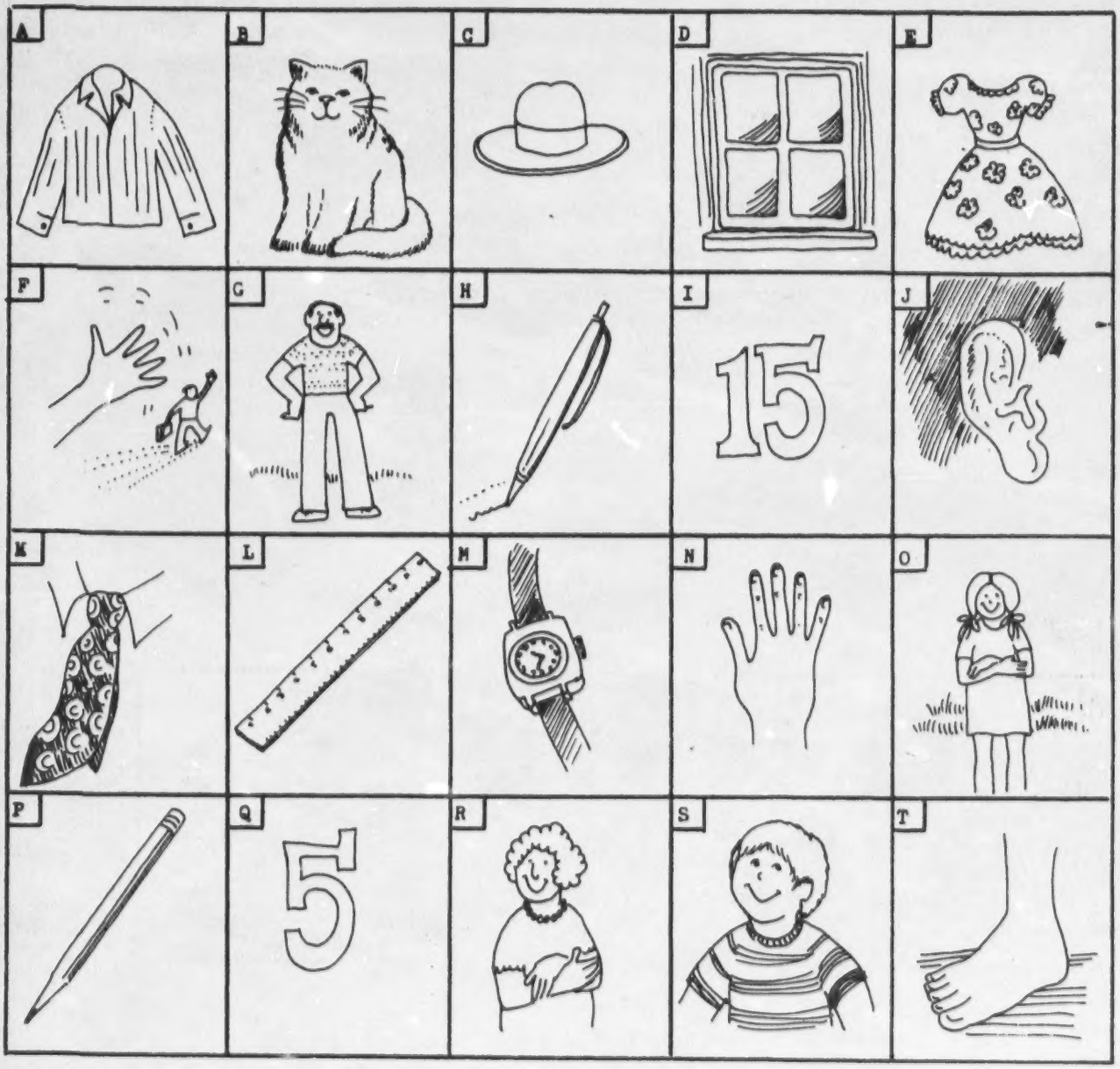
DO NOT WRITE ON THE TEST SHEETS.

TEST NUMBER 1

HERE IS A SET OF PICTURES. YOU WILL HEAR A LIST OF FRENCH WORDS. ON YOUR ANSWER SHEET (FOOLSCAP), WRITE THE LETTER OF THE PICTURE THAT GOES WITH THE WORD YOU HEAR. YOU WILL HEAR THE WORD ONCE.

EXAMPLE




A
B
C
D
E
F
G
H
I
15
J
K
L
M
N
O
P
Q
5
R
S
T

TEST NUMBER 2

LOOK AT TEST NUMBER 2. LISTEN CAREFULLY TO THE DIRECTIONS.

YOU WILL HEAR A FRENCH SENTENCE ONCE. READ THE FOUR ENGLISH SENTENCES SHOWN ON YOUR TEST SHEET. THEN WRITE THE LETTER OF THE ENGLISH SENTENCE WHICH BEST MATCHES THE SENTENCE YOU HEARD IN FRENCH.

Example: A. I am eleven years old.
B. How old are you?
C. She is eleven years old.
D. He is eleven years old.

---

1. A. Stand up!
B. Hurry!
C. Look at the blackboard!
D. Listen and repeat!

2. A. It's damaged, sir.
B. That's a dumb age, sir.
C. That's too bad, sir.
D. It's a pity, madame.

3. A. Her father's name is Albert.
B. Is your father's name Albert?
C. My father's name is Albert.
D. Is her father's name Albert?

4. A. Your mother is calling me.
B. Your mother is calling you.
C. My mother is calling me.
D. Her mother is calling me.

5. A. It's 12:10.
B. It's six o'clock.
C. It's 2:10.
D. It's 2:30.

TEST NUMBER 3

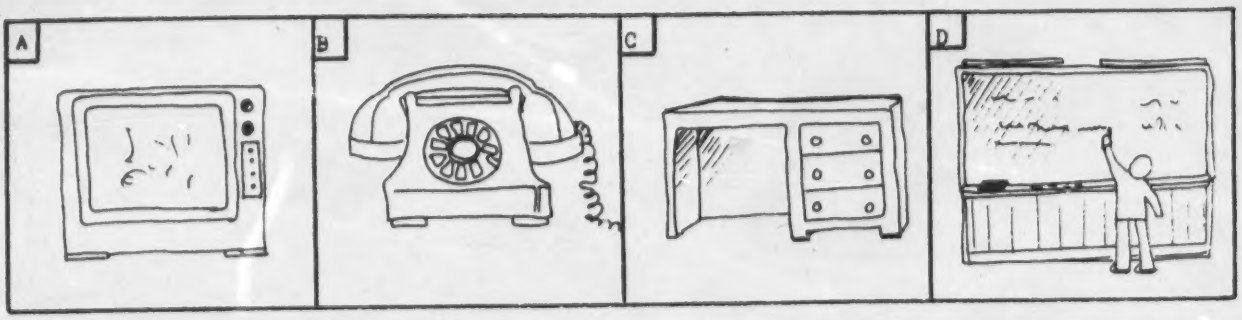
LOOK AT THE WALL CHART. YOU WILL HEAR A FRENCH STATEMENT ONCE. ON YOUR ANSWER SHEET (FOOLSCAP), WRITE THE NUMBER OF THE PICTURE WHICH MATCHES THE SENTENCE YOU HEARD.

TEST NUMBER 4

LOOK AT TEST NUMBER 4. LISTEN CAREFULLY TO THE DIRECTIONS.

YOU WILL HEAR A SENTENCE IN FRENCH ONCE. ON YOUR ANSWER SHEET (FOOLSCAP), WRITE THE LETTER OF THE PICTURE WHICH GOES WITH THE SENTENCE YOU HEARD.

EXAMPLE



A
B
C
D
1
2
3
4
5
MATH
Français

TEST NUMBER 5

YOU WILL HEAR A FRENCH STATEMENT ONCE. THEN YOU WILL HEAR THREE QUESTIONS IN FRENCH. ON YOUR ANSWER SHEET (FOOLSCAP), WRITE THE LETTER OF THE QUESTION WHICH BEST GOES WITH THE STATEMENT YOU HEARD. DO NOT WRITE YOUR ANSWER UNTIL YOU HAVE HEARD ALL THREE QUESTIONS.

TEST NUMBER 6

YOU WILL HEAR A STATEMENT IN FRENCH. IF THE STATEMENT IS TRUE, WRITE YES ON YOUR ANSWER SHEET (FOOLSCAP). IF THE STATEMENT IS FALSE, WRITE NO. EACH STATEMENT WILL BE READ TWICE.